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ABSTRACT

This second in a series of six teaching modules on attitudes and appreciations is part of the Special Partnership in Career Education (SPICE) program, which was designed to provide career awareness and exploration information to junior high-aged educable mentally handicapped students. The module follows a typical format that includes two major sections: overview and activities. The overview includes module objectives, student performance objectives, module organization, module utilization, and assessing student activities. The activities section contains learing activities for two units of instruction. In addition to identifying learning activities, each unit specifies student performance objectives and subject areas covered. Assessment instruments and student worksheets are appended. (LRA)

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PROJECT S.P.I.C.E.

SPECIAL PARTNERSHIP IN CAREER EDUCATION

ATTITUDES AND APPRECIATIONS

A TEACHING MODULE

AUGUST, 1979

THE SCHOOL BOARD OF VOLUSIA COUNTY, FLORIDA

Clinton M. Rouse

CAREER EDUCATION COORDINATOR AND PROJECT S.P.I.C.E. DIRECTOR

Debby H. Emerson

PROJECT S.P.I.C.E. COORDINATOR

Deborah E. McSwain

PROJECT S.P.I.C.E. RESOURCE TEACHER

Dr. John E. Bailey, III
Dr. Stephen F. Olejnik

PROJECT S.P.I.C.E. EVALUATORS

CE 024 446

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

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INTRODUCTION

Project S.P.I.C.E. (Special Partnership In Career Education) was conceived as a means of providing career awareness and exploration information to junior high aged educable mentally handicapped students. Six modules have been developed for the Project S.P.I.C.E. curriculum. These six modules are designed to meet the following elements of the National Standard Career Education Module:

1. Career Awareness
2. Educational Awareness
3. Economic Awareness
4. Beginning Competency
5. Decision Making
6. Employability Skills
7. Self Awareness
8. Attitudes and Appreciations

The six modules are entitled:

1. Self Awareness (Standard 7)
2. Attitudes and Appreciations (Standard 8)
3. Career/Educational Awareness (Standards 1, 2)
4. Decision Making/Beginning Competency (Standards 4, 5)
5. Economic Awareness (Standard 3)
6. Employability Skills (Standard 6)

Each module follows the same format: an overview and an activities section.

The overview includes: Module Objective; Student Performance Objectives; Module Organization; Module Utilization; Assessing Student Activities.

Following the overview are the activities of the module. The directions in the overview inform you of any necessary, additional materials needed for the completion of the module. Also, estimated time spans are included to help you schedule activities.

The modules are not intended to be strict rules for implementing a program, rather they are to be considered as guidelines and suggestions. You should feel free to alter, add, or exclude any of the activities included in the modules.

Materials for the Project S.P.I.C.E. Curriculum include:

1. Original materials designed by Project S.P.I.C.E. personnel and teachers.
2. Materials adapted from The Valuing Approach to Career Education, 6-8 Series, published by Education Achievement Corporation, P. O. Box 7310, Waco, Texas, 76710.
3. Good Work, Choosing an Occupation, and Personal Finances, three workbooks from the Employability Skills Series published by the Florida Department of Education, Division of Vocational Education, published by the Center for Career Development Services, Florida Department of Education, Knott Building, Tallahassee, Florida 32304.

4. "Project GROW" - Gaining the Realities of Work through Career Education Activities. Published also by the Center for Career Development.
5. Activities adapted from Career Education Services, funded by the Office of Career Education, U. S. Office of Education, prepared by Health Education Research, Inc., 875 North Michigan Avenue, Suite 1850, Chicago, Illinois, 60611.
6. Commercially produced materials, Entering the World of Work, McKnight Publishing Company, Bloomington, Illinois, 61701; Don't Get Fired!: 13 Ways To Hold Your Job and Janus Job Planner, Janus Book Publisher. 3541 Investment Blvd., Suite 5, Hayward, California, 94545; People of the Forest: A Study in Human Values published by the Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois, 60614; P.I.E.S. (Picture Interest Exploration Survey) published by Education Achievement Corporation, P. O. Box 7310, Waco, Texas, 76710; Career Insight and Self Awareness Games, published by Houghton Mifflin Company, Boston, Massachusetts; Real World, a newspaper published by King Features Syndicate, Inc., 235 East 45th Street, New York, New York, 10017.

The career awareness and exploration program you establish for your students must meet their needs, just as Project S.P.I.C.E. met the needs of our students. Remember, Project S.P.I.C.E. is not a curriculum to be introduced in place of

an existing program but should be viewed as a method for infusing career awareness and exploration activities into the on-going curriculum.

Welcome to Project S.P.I.C.E. We hope you find it as exciting and successful as we have.

OVERVIEW

MODULE OBJECTIVE

The student will become aware that a job well done is rewarded by self satisfaction as well as by recognition from others.

STUDENT PERFORMANCE OBJECTIVE

The student will:

1. Develop positive attitudes toward students with learning problems.
2. Improve attitudes toward working with varying groups of persons.

MODULE ORGANIZATION

In the course of this module, students become aware of the importance of learning to communicate with others in order to foster good working relationships at school and on the job. Students will also become aware of their rights and the rights of others, and learn to value themselves and others for their positive characteristics and abilities.

Students are encouraged to practice skills of relating to others outside the school setting. By discussing concepts with community consultants, parents and peers and observing positive relationships at home, school and in the job setting, students can become aware of personal rights and responsibilities.

This module is comprised of two units and includes three learning activity sheets:

Unit I: Students study their strengths and weaknesses and learn effective methods to overcome their handicaps. The students will also learn to identify school and job situations in which students with learning problems can work successfully. Role simulation, peer facilitation and small group tasks will enable students to work together to increase their appreciation for the unique capabilities of others.

Unit II: Students will identify stereotypes and examine their validity. Rights and responsibilities, as they affect the individual and society, will be emphasized to develop understanding of the importance of the student's role as a contributing member in the home, school and community.

The following additional activities and materials are needed to implement this module:

Unit I: Social Studies/Language Arts, Activity Three: Situations for role simulation.

Social Studies/Language Arts, Activity Four: 3" x 5" index cards containing conflict situations for students to discuss.

Social Studies/Language Arts, Activity Six: 3" x 5" index cards listing positive personality traits.

Social Studies/Language Arts, Activity 10: Ability and Disability Chart (see page 10).

Unit II: Social Studies/Language Arts, Activity One: Newspaper, tape, string and scissors.

Social Studies/Language Arts, Activity Four: 3" x 5" index cards or bingo cards.

Social Studies, Language Arts, Activity Eight: Situations for role simulation.

ASSESSING STUDENT ACHIEVEMENT

Student achievement can be assessed in two ways: A. by evaluating the quality of each student's participation in the module and B. by administering the test at the end of this module.

A. Students participate in a variety of learning activities which are intended to help students achieve the objectives. Performance criteria can be established to evaluate student achievement based on participation in the learning activities.

B. Non-handicapped students can be given the Attitudes Toward Students With Learning Problems instrument which requires them to rate their attitudes concerning given statements.

Both handicapped and non-handicapped student achievement can be evaluated with the Working With Others instrument. This test will have to be read to the educably mentally handicapped students. See pages 24 and 25 for copies of the two instruments mentioned above.

LEARNING ACTIVITIES

Unit I

Be A Friend

Student Performance Objective:

The student will develop a positive attitude toward students with learning problems.

Subject Area(s) - Social Studies/Language Arts

Activity One - Peer Facilitation

Handicapped and non-handicapped students can be paired for a wide variety of learning experiences both in the classroom and during on-site visits.

Example: A student who is having difficulty solving a long division problem or an interest survey may be paired with another who has an expertise in that area. Teachers of both students can decide on the frequency and duration of the sessions based on the students' needs.

Activity Two - Want Ad

The purpose of this activity is to get students acquainted and create a relaxed atmosphere. This should be done with no more than 12 students.

1) Have each student pick a partner or randomly assign partners.

2) Each partner interviews the other and then writes a Want Ad for that person including information such as: likes to sing, enjoys sewing, prefers working outside, likes to read, has had experience_____.

3) Each student makes a name tag.

4) The pair join with another pair forming a four member group and introduce themselves by showing their want ads.

5) After 5 minutes the four members join another group of four members and introduce themselves.

Activity Three - Happiness Is. . .

Participation in the role simulation activity will increase student awareness of verbal and nonverbal responses which create positive and negative feelings.

1) Have students brainstorm about statements that can be used to make someone feel happy. Example: "You really did a good job on that art project." Ask them to give examples of statements that would make someone unhappy. Example: "That was a dumb idea."

2) Form students into triads.
   a) Assign one student to be a speaker. The speaker's job is to express thought.
   b) Another should be a clarifier. The clarifier's job is to listen carefully and reflect the thoughts and feelings of the speaker.
   c) The third student is the observer who comments on what happens during the exchange.
3) Give a list of situations to the speaker, such as the following:
   a) "What I have always wanted to do is _____."
   b) "I am unhappy when I must _____."
   c) "I really get excited about _____."
   Have the students change roles every 3-5 minutes.

Follow up:
1) What feelings and attitudes were expressed in your group?
2) How did "put down" or "pick up" statements influence the experience?
3) How can we become more aware of the feelings expressed through our words and actions?
4) How can we become more aware of the effects our words and actions have on others?

Activity Four - What Would You Do?

Students will study situation cards and discuss positive methods of responding.

1) Prepare a number of 3" x 5" index cards on which unfinished situations have been written.
2) Discuss the variety of responses that can be made in a given situation; i.e., relating information, asking questions, expressing feelings, giving opinions, making judgements, etc.
3) Divide students into groups of two or three, each one taking a situation card.
4) Have students read individual cards to the group and have groups members tell how they would respond to the situation. Continue until all students have read their cards and all situations have been discussed.

5) Have all students meet together to discuss the situation cards of special interest.
Example: Some of Ann's classmates have been teasing her because she failed the seventh grade. She finally breaks down and cries, "I hate school and everyone here!"
a) What is Ann feeling?
b) How would you respond to her?
c) What do you think could be done to make her happier?

Activity Five - Nobody's Perfect

Class discussions will assist students in identifying situations which can be handicaps or advantages depending upon how they are viewed. By focusing on strengths instead of handicaps the students will develop positive attitudes toward themselves and others.

Introduce this activity by asking the students to recall what they have learned about themselves. Point out that no one is perfect and everyone has a weakness or handicap that sometimes keeps them from doing what they'd like to do. Emphasize that handicaps can be overcome if the students learn to maximize their strengths or abilities. What is viewed as a handicap by one person can be viewed as an advantage by another. Have the students consider the following situations. For each one discuss how it could be a handicap and how it could be an advantage.

1) Being 66 years old.
2) Being 4 feet tall.
3) Being 15 years old.
4) Being a girl.
5) Being a boy.
6) Not being able to speak English but being able to speak French.
7) Having 7 children in your family.
8) Being retained a year in school.

Have the students continue adding to the list.
Conclude by having students discuss methods for developing positive characteristics in themselves and others.

Activity Six - I See You Smiling

This card game develops positive attitudes among students by encouraging them to give and accept compliments.

A deck of cards can be made from construction paper or cardboard squares approximately 3" x 3". On each card write a positive personality trait like the ones listed on the next page:

happy	generous	honest
hardworking	patient	dependable
friendly	energetic	
kind	interesting	
neat	humorous	

The students can make their own list and help prepare the deck. Be sure each deck contains enough cards to give each student at least five.

In groups of four or five deal the cards until they are gone. Instruct each student to take a turn giving another student in the group a card. The card the student selects must list a personality trait of the recipient and the student giving the card must state a reason or example for that belief. Continue until the cards are gone. Students express their reactions to the responses given by their classmates.

Activity Seven - There's A Job For Everyone

Students will read the case studies and decide on appropriate occupations based on the information given.

Introduce the activity by reviewing the concept of developing abilities to overcome handicaps. The students should be aware that there are many occupations that are attainable by handicapped persons and that everyone faces handicaps that interfere with goals at some point in their lives. Present the students with the activity sheet, "There's A Job For Everyone" (see pages AA1-3).

Refer the students to the Occupational Outlook Handbook for further information concerning job descriptions and requirements.

Activity Eight - Overcoming Handicaps

Review pages 122-126 in Entering The World of Work, by Grady Kimbrell and Ben S. Vineyard, published by McKnight Publishing Co., Bloomington, Ill. 1978.

These pages deal with identifying and overcoming handicaps and include true stories of famous handicapped persons such as Franklin Roosevelt and Helen Keller.

Activity Nine - Overcoming Prejudice

Statements which contain elements of prejudice and bias will be rewritten so that the negative elements are eliminated.

Introduce the activity with the following statements:

1. All men are not created equal and every one has strengths and weaknesses which combine to make each individual unique.
2. Physical differences and differences of opinions or beliefs do not have to interfere with interpersonal relationships if people learn to be accepting of others.
3. Though we may not agree entirely with another person's beliefs, each person we come in contact with can add to our knowledge and experience if we have open minds.

Write the following statements on the board:

1. All able bodied men should work.
2. All persons between the ages of 21 and 65 should work.
3. All persons should be forced to retire at 65.
4. All married men should work.
5. Women should not be allowed to work until all men have a job.
6. Welfare should not be abolished unless all people on welfare get a job.
7. No one born in another country should be allowed to work until all native born Americans have a job.
8. No person with long hair should be allowed to work.
9. Handicapped people should not be allowed to work until all able bodied people have a job.
10. There are very few jobs that handicapped people can do.
11. Women should not be allowed to work if they become pregnant.

Survey the students to see how many agree with each of these statements. Have them consider the following questions:

a) Why is it important to allow others to disagree with our opinions?
b) How can people who are different from us add to our knowledge and experience?

Assign the task of revising the above statements to eliminate bias and prejudice. Have the students share and discuss their revised statements.

Activity Ten - Abilities and Disabilities

The following activity is designed to help students become aware of their unique abilities and disabilities and how these can affect career choices.

Make a ditto of the following chart so that each student has a copy. The chart can be altered to fit specific student needs.

	Ability	Disability
Hands		
Muscles		
Feet		
Mouth		
Eyes		
Brain		
Voice		
Ears		

Pair the students and assign one to be an interviewer and the other to be a respondent. The interviewer asks the following questions about each of the items on the chart.

"What do you really do well with your (hands, feet, etc.)?" The interviewer writes the responses on the chart.

The interviewer should begin filling in the disability column with answers to the question, "What do you have difficulty doing with your (hands, feet, etc.)?" These responses should be written in the disability category.

Students should switch roles and repeat the process as outlined above. Have the students discuss their charts to compare varying opinions as to what constitutes an ability or disability.

Ask the students to list at least 5 occupations for their partner to consider based on the information listed on the partner's checklist. Allow time for the students to discuss the occupational choices listed.

Unit II

It Takes All Kinds To Make The World

Student Performance Objective:

Students will improve their attitudes toward working with varying groups of persons.

Subject Area(s) - Social Studies/Language Arts

Activity One - Lend a Hand, Make a Friend

This task will provide the students with the opportunity to practice thinking and working with a group.

The students will realize the importance of every one's contribution, including their own, and the necessity for plans, organization, leadership, delegating authority, developing tolerance and sharing duties in order to work effectively as a team.

1. Explain that the students will be working in groups of three or four to build a tower that will be judged on height, strength and appearance. The tower must stand alone and cannot be suspended from the ceiling.
2. Randomly assign students to groups of three or four. Give each group a supply of newspaper, tape, string and scissors. Set a time limit appropriate for your students.
3. Solicit the aid of three objective judges who will rate each tower on the basis of the following score card:

SCORE CARD — Total possible points = 100

Beauty (up to 25 pts.)	_____
Strength (up to 25 pts.)	_____
Height (up to 25 pts.)	_____
Judges Favorite (25 pts.)	_____
TOTAL	

---

4. Lead a class discussion of the following questions:
   a. Was this task easy or difficult?
   b. Did you enjoy it? Why or why not?
   c. What did you learn about yourself from completing the task.
   d. What are some important factors involved in working as a group to complete a task? What skills and attitudes are necessary?
   e. Can you think of any job in which people work completely on their own?

Activity Two - Amnesia

This game will increase self awareness, give information concerning how students are perceived by others and develop positive attitudes among the group.

To participate in this game the students should be familiar with each other. Introduce the activity by emphasizing the importance of making only positive or constructive comments when describing their classmates.

Each student will take a turn pretending to have amnesia and will ask questions of the other students.

Example: What's my favorite school subject?
What ability do I have?
Am I quiet or talkative in class?
Do I like to be alone or with a group?

Conclude the activity by discussing what they learned about themselves and others and encourage them to share their feelings concerning the activity.

Activity Three - The Nicest Thing Ever Book

Students can work on this activity individually, in small groups or as a class project.

Have the students write "The Nicest Thing Ever Book" by writing and illustrating an experience they have had in each of the categories below:

1. The Nicest Thing I Ever Did For Anyone: Ask them to explain what they did, why they chose that activity, how the activity made them and the other person feel.
2. The Nicest Thing Anyone Ever Did For Me: Ask them to describe the activity, tell why they think the person did something nice for them and what effect it had on their life and the other person's life.
3. The Nicest Thing I Ever Did For Myself: Ask them to describe the experience, tell about their feelings, describe what effect the experience had on themselves and others.

Combine the pages into a book compiled by the entire class or allow the students to make individual books.

Encourage the students to share their books and discuss their feelings as a group. See whether they can come to any conclusions regarding the feelings, activities and motivations expressed.

Activity Four - Working With Others Game

The students will define terms which relate to positive and negative interaction with others. They will receive points for each word they can correctly define. The words can be written on index cards, bingo cards or read aloud by the teacher or students. As students hear the word they will be asked to define it and will receive the allotted points if the definition is correct. If the student is incorrect, the next student will attempt to define the word. This can be done in small or large groups or as an individualized activity.

The following words can be used for the game:

adapt - 2 points
argument - 1 point
compromise - 2 points
emotions - 2 points
gossip - 1 point
self respect - 2 points
sympathy - 2 points
stable - 2 points
understanding - 2 points
practical joke - 1 point
cooperate - 2 points
dependable - 2 points
responsible - 2 points
respect - 2 points
sarcastic - 1 point
loyalty - 2 points
rudeness - 1 point
tolerance - 2 points

Activity Five - Fact or Fiction?

Students will gain experience in recognizing individual differences and developing tolerance toward others through participation in this activity. Have the students define the term stereotype using their dictionaries. Discuss incidents in the students' lives which are examples of stereotyping. Have the students brainstorm a list of stereotypes to be written on the chalkboard. Analyze and discuss the list to determine whether the stereotypes are factual or fictitious. Encourage the students to think in terms of the unique characteristics every one has instead of generalizing personality traits, ideals or behaviors to entire groups of people. Answer the following question in relation to their list of stereotypes: Do all people of that race (age, sex, handicap, nationality, religion, or whatever group the stereotype refers to) share the same

1. Values?
2. Interests?
3. Aptitudes?
4. Ideals?
5. Behaviors?
6. Life Styles?
7. Career Choices?

When the students have reached a conclusion about the legitimacy of stereotypes, discuss the affects of stereotypes on themselves and others.

Discuss common job related stereotypes. List them on the

chalkboard and have the students determine whether the stereotype is based on fact or fiction. Refer the students to the Occupational Outlook Handbook for accurate information concerning job descriptions and requirements.

Activity Six - Traits, Habits and Career Decisions

Contained in: The Valuing Approach to Career Education, 6-8 Series, Set Three, Learning Sequence A, Lesson 9, page 75.

This activity provides further insight into the fallacies of stereotyping people according to their occupation. It involves a valuing game in which students must decide whether they agree or disagree with stereotypical statements such as:

1. Auto Mechanics cheat the public
2. Plumbers are dirty
3. Cooks are fat

Follow-up questions are included in the facilitator's guide for discussion after the game.

Activity Seven - Who Does This Job?

The Valuing Approach to Career Education, 6-8 series, Set 3, Learning Sequence A, Lesson 11, page 83.

In this exercise students investigate several occupations that are subject to stereotypes and in doing so become aware that people should not be stereotyped according to occupational roles.

The activity involves written student responses to descriptive statements read by the teacher.

Examples:
1. A person going door to door
2. A well-dressed person behind a desk
3. A person with a shovel

After each statement is read the students write about the following:

1. Does the phrase refer to man or woman?
2. What is the person's occupation?
3. Whether or not you can visualize the person in another occupation. If so, name the other occupation.

Have the students discuss their reactions to the statements. The facilitator's guide contains questions to help the students reflect on the activity.

Activity Eight - What's Your Role?

Through role simulation students will increase their sensitivity to other people.

Introduce the concept of the various roles we perform as we interact with different people in various situations. Point out that the student may be required to alter behavior in order to be successful at home, at school and at work.

Discuss the importance of verbal and non-verbal forms of communication in relaying impressions to others. Explain that students are often unaware of the impressions they are communicating to others and that today they will be studying how impressions are created in various situations.

Ask the students to cite examples of problems that may arise because of belonging to many groups, each of which may require different behavior patterns. Family, school and neighborhood groups may expect them to perform different roles and the students must be prepared to meet those role challenges. Assign or allow each student to choose a role in one of the following types of interaction:

a. Teacher - Student
b. Parent - Child
c. Employer - Employee
d. Older sibling - Younger sibling
e. Friend - Friend

Give each pair of students a situation to portray.
Example: Younger sibling accidently breaks older sibling's record album.

The pair interacts positively or negatively as the rest of the students watch and analyze the verbal and non-verbal communication. After the simulation is finished, have the audience discuss the following:

1. Was the interaction positive or negative?
2. What feelings were being communicated?
3. What non-verbal communication did you see?
4. What was communicated through the tone or volume of the voice and the vocabulary used?
5. Could the partners have made the interaction more positive. If so, how?
6. Did the role simulation remind you of a situation you have experienced?

Activity Nine - The Bill of Rights

The students will recognize their rights and the rights of others in this activity.

Provide the students with background information concerning

the Bill of Rights. List on the chalkboard and discuss the articles dealing with personal rights and freedoms. After the students have studied their legal rights, have them discuss and list the rights they feel are important at home, school and at work. Present situations which will initiate thought and debate concerning rights. The students may want to choose a situation and discuss it in small groups, write a skit or form panels for debate. A courtroom situation could also be simulated with students taking the roles of judge, prosecution or defense attorney, witness, jury member, court reporter, and bailiff. Be sure to discuss the rights involved at the conclusion of these activities and refer the students to their lists of rights and freedoms written on the board.

Activity Ten - People of The Forest: A Study of Human Values

Society For Visual Education, Inc., 1345 Diversey Parkway, Chicago, IL, 60614, A Business Corporation.

A wide variety of audio-visual materials are included in this kit which helps students understand factors that operate in all societies. It represents an action-oriented approach to social studies concepts and personal values which increases self-awareness and understanding of others.

The forest people are an imaginary tribe who lived 10,000 years ago. The students are encouraged to participate in the formation and operation of the tribe through identifying basic needs, making tribal decisions, solving conflicts, defining rules, inventing myths, legends and customs and establishing a division of labor. Sound filmstrips, open-ended stories for role simulation, survival and decision games, activity cards and art projects are contained with the module.

The Classroom Management Guide contains detailed information concerning order of presentation, teaching approaches, classroom organization and evaluation of module activities.

Activity Eleven - Don't Get Fired!: 13 Ways to Hold Your Job

Published by Janus Book Publishers, 3541 Investment Blvd., Suite 5, Hayward, CA 94545.

This workbook contains a number of units dealing with developing positive attitudes at home and on the job. Simulated situations involving young people on the job are used to introduce activities dealing with responsibility, pride, honesty, getting along with others, accepting criticism, and coping with depression.

Unit II

It Takes All Kinds To Make A World

Subject Area(s) - Math

Activity One - Let's Plan A Party

Students will work toward a group goal to develop an understanding of interdependence.

Divide the students into four groups with each group containing members with varying mathematical ability. Explain that many things can be accomplished only by the combined efforts of several people and that the final outcome will depend upon each person doing their part of the total task. To demonstrate this idea, each group of four students will be responsible for submitting an expense account for a class party. Students will be responsible for figuring the cost of their phase of the party. Encourage students to use their imaginations and to include the following items:

Food and beverage
Plates, napkins, cups, utensils
Entertainment
Invitations/Advertising
Decorations

Remind the students that the theme and menu for the party must be a group decision and that the success of the party depends on students working independently. At the end of three to five days reassemble the groups to compile an itemized expense account.

Suggested activities for each group member: Student A will determine the ingredients needed to prepare the food on the group's menu or decide how much food must be purchased. This may involve converting a recipe for 6 servings to one sufficient for the class and totaling the cost of the ingredients, or deciding how many servings are contained per package and figuring the total cost to serve the class.

Student B may need to find out how many feet of crepe paper will be needed for decorations and convert these measurements to the number of packages needed, price per package and total cost.

Student C may decide what games will be played and determine appropriate prizes. Spending limits should be determined for each prize, price comparisons made at several stores and total cost figured.

Student D may decide on the type and amount of paper goods needed and convert these figures to the number of packages to purchase. Spending limits should be determined, prices compared at several stores and total cost figured.

When the groups reconvene, members must have their tasks completed so that the group account can be compiled.

Activity Two - Career Polls

This activity will give the students an opportunity to learn about others through conducting career-oriented polls and evaluating the results.

Introduce the activity by asking the students how many times they have heard statements like, "Four out of five dentists recommend. . .", or "Nearly one-half of the nation is expected to watch the game between the Cardinals and the Dodgers. . .", or "Only 23 percent of the voting public endorsed Senator Novote. . .". Explain that these figures were determined by taking polls or surveys of a certain group of people. In the first example a toothpaste company might poll a number of dentists about the company's product, read the results and announce their figures in a radio or television advertisement.

Tell the students they will have a chance to write a poll, administer it, and evaluate the results.

1. Begin by having your class decide on a subject for a career-oriented poll.
   Example: a) What do people like or dislike about their careers.
   b) How and when are career decisions made?
   c) What is the relationship between education, training, experience and salary?

When students are being polled the following questions might be explored:

a) What careers are you considering?
b) Who and what influences your career choice?
c) What are student attitudes toward work?

2. The students should decide on a target population. Be sure they select a target population suitable to the subject of the poll.

3. Divide the target population into three or four groups. For example, if students in the school are the target population, groups could be formed around grades (7, 8, 9, 10) and students could be polled in homerooms with the consent of the school administration and faculty.

On a much smaller scale the students may want to select one or two classes in their school to be polled.

4. Assist the students in writing a questionnaire. Be sure the questions give the target population a chance to give honest and accurate responses. Tell the students not to include questions which require a yes/no or either/or choice. The sample questions below allow for a degree of latitude in the answers:

   1. If I had a job to do, I would rather
      a) work alone
      b) work with another person
      c) work as a part of a large (three or more person) team
      d) undecided

   2. I enjoy
      a) doing things alone outdoors
      b) doing things alone indoors
      c) doing things outdoors with others
      d) doing things indoors with others

   The questionnaire should contain at least 10 questions but not more than 20.

   Divide the class into three or four groups and assign each group a sub-section of the population as decided in step number 3. Aid the students in working out a plan for administering the poll.

5. Each group will be responsible for evaluating the results of their part of the poll. To do this the students should use the following procedure:

   A. Record the results of the entire sub-section by tallying the number of responses to each question.
   Example:
   Question 1: If I had a job to do I would
   a) work alone ~~Ⅰ Ⅰ Ⅰ Ⅰ~~
   b) work with another person ~~Ⅰ Ⅰ Ⅰ Ⅰ~~ ~~Ⅰ Ⅰ Ⅰ Ⅰ~~ Ⅰ Ⅰ Ⅰ
   c) work as a large team ~~Ⅰ Ⅰ Ⅰ Ⅰ~~ 1
   d) undecided 1

   One student could read the answers and another could record it on the tally sheet. Have the students total the responses for each answer category and figure percentages.

   Example: Thirteen (13) of twenty-five (25) or 52 percent of the students polled stated that they would rather work with another person.

5. Take every tenth questionnaire and evaluate them as described above. Explain to the students that this is a random sample and have them locate the word random in the dictionary.

6. Each of the groups should share their findings and record them on a poster or chalkboard. Conduct a classroom discussion about the differences in responses they encountered and possible explanations for the differences.

   Ask the students to look for patterns or inconsistencies in their findings. See if they can come to any conclusions about the attitudes, values, interests, goals, abilities, lifestyles and career choices of the target population.

   Conclude this activity with a discussion of the validity of judging others or drawing conclusions from polls.

   Sample questions:
   A. Do you think the results of your poll are valid?
   B. What mistake did you make or could you have made which would affect your poll?
   C. Would you base your opinion on the results of a poll?
   D. Do you think people respond honestly when being polled?

Activity Three - What Would You Do?

Math and interpersonal skills are strengthened through participation in this activity.

The students will study simulated problem situations which often occur in adult life. In order to solve the problem the students will first complete the necessary mathematical computations and then participate in a role simulation activity dealing with a problem in relating to others.

Pass out the student activity sheets (see page AA-4).

1. Activity #1 instructs students to compute the total cost and monthly payments of a new car. Have all the students work the problem and ask a student volunteer to do the computation on the chalkboard. (Answers: $3955.92 and $164.83). When the students have reached agreement concerning the answer to the problem, ask two students to portray a situation in which one student plays the role of the car seller and the other the role of the car buyer. The situation is as follows:

The buyer has come to pick up the car and has discovered in the paperwork that there is an overcharge of $100.00. After the two students have role played the situation, have members of the class comment on the interpersonal skills demonstrated and tell how they would have handled the situation.

2. Activity #2 directs students to use the data provided to balance a checkbook. Have each student solve the problem on their own and share their answers with the class. (Answer $291.04). Ask two students to portray a situation in which one student is a clerk in the accounting department of a bank and the other is a bank customer who has found that the bank has made a $50.00 error. The error is in the customer's favor. After the students have role played the situation, have members of the class discuss the interpersonal skills demonstrated and describe how they would have reacted in a similar situation.

3. Activity #3 instructs the students to develop a time schedule for themselves in order to catch a plane. (Answer 2:30 p.m.) Have two students portray a situation in which both students are driving their cars to the airport, one to meet a plane and the other to catch a plane. The two are involved in a minor traffic accident. Have the class members comment on the interpersonal skills demonstrated and have them try to imagine how they would have handled the situation.

4. Conduct a brainstorming session where the students list situations where they have experienced or observed the effects of positive or negative interpersonal skills.

Unit II

It Takes All Kinds To Make A World

Subject Area(s) - Science

Activity One - Operation Survival

Students will practice knowledge of space science in a role simulation involving group consensus and decision making.

This activity is designed to be used after a unit on space science. Some knowledge of atmosphere, gravity, conditions on the moon, and life support systems is required.

1. Divide the class into groups of four students. Each group represents a crew on a United States space ship whose destination is the moon. Within each group of four, assign or allow students to select one of the following suggested roles:

   a. Captain: Senior member of the crew; makes final decisions; works as moderator during discussions; astronaut for 10 years; has never actually landed on the moon but piloted the mother ship while crew members landed on the surface; prior training as U. S. Air Force fighter pilot.

   b. Co-Captain: Making a second trip to the moon as co-captain; first flight ended in a mishap which prevented landing on the moon; prior training as U. S. Navy test pilot.

   c. Crew Member A: Making first moon flight; just completed astronaut training; prior training as U. S. Army doctor and as a civilian doctor.

   d. Crew Member B: Making a second moon flight; first flight with co-captain ended in mishap; prior training as a geologist with U. S. Department of Natural Resources.

   These roles may be dittoed and given to the students or written on the chalkboard for easy reference. The students may want to develop their own roles based on occupational interests.

2. Have the students research the occupations they chose for the simulation. Films, consultants and the Occupational Outlook Handbook can be used for reference. To add authenticity to this activity and provide aid

for non-readers, supply moon maps for students and have them mark an imaginary crash site or planned landing site. The students may devise travel routes by identifying craters and other aspects of the moon's terrain. Encourage the students to set up a space center with model rockets, pictures, news articles, rock samples, art projects and reference books.

3. Give each student a copy of the "Operation Survival" activity sheet. (See page AA-5) Explain the task and help the students define any unfamiliar terms. Instruct students to work independently on the task at first and then discuss their answers as a group. Explain that they must reach a group decision which they will submit to the N.A.S.A. Space Center on Earth. Students may need to research some of the items on the work sheet so this activity may be extended over 2 or 3 days.

4. Each "crew" presents their list of items and gives reasons for their choices. Pool the choices of each of the four groups and allow the class to make a final decision on the ten most essential items.

5. Ask the students to consider how the career roles they portrayed affected the choices they made. For example, did the doctor want to take the first aid kit and pulse monitor? Did the geologist consider the shovels and sample buckets necessary?

6. Have the students study the physical and mental characteristics, education, training and work experience required to be an astronaut. Assist the students in identifying occupations in the space field which are possible career choices.

For further information about space-related careers contact:

The National Aeronautics and Space Administration
306 Maryland Avenue, S.W.
Washington, D.C. 20548

ASSESSMENT INSTRUMENTS

ATTITUDES ABOUT LEARNING PROBLEMS

Please indicate whether you agree or disagree with the following statement. Circle the number of your answer.

Educable mentally handicapped students with learning problems,

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1) are basically like other kids	1	2	3	4	5
2) can't do academic work	1	2	3	4	5
3) are sometimes fun to be with	1	2	3	4	5
4) learn things slowly	1	2	3	4	5
5) aren't able to contribute in a group discussion	1	2	3	4	5
6) are likely to be dangerous to be around	1	2	3	4	5
7) need more help in learning things	1	2	3	4	5
8) will be able to get a job when they graduate	1	2	3	4	5
9) dress differently than most kids	1	2	3	4	5
10) are able to relate to people in the community	1	2	3	4	5
11) know more than I do	1	2	3	4	5
12) generally smell bad	1	2	3	4	5
13) are unable to communicate with adults	1	2	3	4	5
14) can make good friends	1	2	3	4	5

WORKING WITH OTHERS

If you were working on a group project, how would you feel about having people listed below in your group?

Please circle the number	Definitely Not Like	Not Like	Undecided	Like	Definitely Like
1) Person from the community	1	2	3	4	5
2) Student from another school	1	2	3	4	5
3) Student from another class	1	2	3	4	5
4) Student of the opposite sex	1	2	3	4	5
5) Student of your sex	1	2	3	4	5
6) Student with learning problems (Educable Mentally Handicapped)	1	2	3	4	5
7) Student of your race	1	2	3	4	5
8) Student of another race	1	2	3	4	5
9) Student of your religion	1	2	3	4	5
10) Student of another religion	1	2	3	4	5

STUDENT WORKSHEETS

Unit I

Social Studies/Language Arts

Activity Seven

"There's A Job For Everyone" Worksheet

Read the cases below and see whether you can list some occupations the person would not be able to do and some that could be learned.

Roberto is well liked by everyone. He tries very hard in school but he has a lot of trouble with reading, writing and arithmetic. Roberto is sixteen and has a driver's license. He always obeys traffic rules and is very careful when he drives. He enjoys driving very much and would like to earn enough money to buy his own car.

Can you list some jobs Roberto probably could not do?

1. _____
2. _____
3. _____
4. _____
5. _____

Can you list some jobs Roberto could learn to do?

1. _____
2. _____
3. _____
4. _____
5. _____

Suzanne was born deaf. She attended a special school and has learned to read lips and talk, though sometimes it is very hard for other people to understand her. Suzanne enjoys cooking and sewing and her favorite class is home economics.

List some jobs Suzanne probably could not do.

1. _____
2. _____
3. _____
4. _____

List some jobs she could learn to do.

1. _____
2. _____
3. _____
4. _____

Pearl cannot walk because she had polio as a child. She can use a wheel chair to move around. Pearl is an excellent math student and her work is always neat and accurate. This year she joined the science club and her project won first prize at the junior high school science fair.

What jobs would probably not be suitable for Pearl?

1. _____
2. _____
3. _____
4. _____

Which jobs could she learn to do?

1. _____
2. _____
3. _____
4. _____

Hans does not read or write well, but he draws and paints beautiful pictures. He is very shy and would rather work alone than with others. His hobbies are jogging, surfing and building model planes.

What jobs would probably not be good for Hans?

1. _____
2. _____
3. _____
4. _____

What jobs could Hans learn to do?

1. _____
2. _____
3. _____
4. _____

Sandy is very small for her age. She is in good physical condition and she loves animals and likes to work and play outdoors.

What jobs do you think would not be suitable for her?

1. _____
2. _____
3. _____
4. _____

What jobs can Sandy learn to do?

1. _____
2. _____
3. _____
4. _____

Bill is blind but he has learned to use a guide dog to go wherever he wants. He is very friendly to everyone and is a good listener. Bill can read and type using the braille method.

What jobs would Bill probably not be able to do?

1. _____
2. _____
3. _____
4. _____

What jobs could Bill learn to do?

1. _____
2. _____
3. _____
4. _____

Chen has difficulty working math problems. He is a good reader and he can play the guitar. He enjoys doing volunteer work at the hospital and is very patient with children.

What jobs do you think Chen cannot do?

1. _____
2. _____
3. _____
4. _____

What jobs might be suitable for Chen?

1. _____
2. _____
3. _____
4. _____

Unit II

Mathematics

Activity One

"What Would You Do?" Worksheet

Find the answers to the problems below:

1. You are buying a new car for $4,105. You plan to make a down payment of $500, leaving $_____ that you must borrow. Your local savings and loan company will give you a two-year loan for which you will pay a total of $350.92 in interest (9.25%). Compute the total amount you will pay and the amount of your monthly payments. Be prepared to write your work on the board.

2. Use the following list of checks and deposits to bring your checkbook up to date.

Deposit	$ 57.16		Check #105		$ 10.00
Deposit	100.00		Check #106		45.00
Check #100		167.00	Check #107		17.50
Check #101		25.00	Check #108		100.00
Check #102		5.60	Check #109		42.63
Deposit	275.86		Deposit	$ 75.00	
Check #103		75.00			
Check #104		56.75	BALANCE_____		

3. You have to catch a 5:30 p.m. plane, but you must run some errands before going to the airport. You must go to the following places:

Dry cleaners - takes ½ hour
Post office - takes ¼ hour
Your office - takes 3/4 hours
Your mother's house - takes 3/4 hours
Airport - takes ½ hour

What time would you have to leave home in order to arrive at the airport ½ hour before take off?

Answer_____

Unit II

Science

Activity One

"Operation Survival" Worksheet

You have chosen the role of _____
for this very important NASA Space Mission.

As part of the crew which is scheduled to land on the moon you will have to make many life savings decisions.

Here is your assignment which you must study carefully:

A supply ship has already landed with enough supplies for the entire crew to spend at least ten (10) days on the moon. An emergency ship is also ready for the return trip.

Your crew set out to land near the supply ship and use its supplies during their stay on the moon. While trying to land, the mother ship lost an engine and had to crash-land two hundred (200) miles from the supply ship. All crew members survived but most of the items on the space ship were destroyed.

Look at the twenty (20) items listed below. You will have to choose the ten (10) most important items to take with you on the two hundred (200) mile trip to the supply ship. Put the ten (10) items in order by placing a number one (1) in front of the most important item and a number two (2) in front of the next most important item. Keep numbering the items until you're finished. Your ten (10) should be in front of the least most important item.

Remember you can only carry ten (10) of these items, so choose only the most important ones:

_____two 100-pound tanks of oxygen
_____parachute silk
_____pulse monitor
_____box of matches
_____solar powered two-way radio
_____one case of dehydrated milk
_____magnetic compass
_____small shovel
_____75 feet of nylon rope
_____10 gallons of water
_____four signal flares
_____one case of dried fruit
_____2 small rock sample buckets
_____first aid kit
_____portable heater
_____inflatable life raft
_____one 45 caliber pistol with six bullets
_____map of the moon's surface
_____one 12 inch by 18 inch metal sunshield
_____tape recorder and 5 blank tapes